

## Work sample: Discussion text – The importance of money

### Relevant part of the achievement standard

By the end of Year 6 students listen to, read and view a range of spoken, written and multimodal texts, identifying key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They identify and explain how specific text structures, language features, literary devices and digital features contribute to the purposes of texts and their effects on readers, listeners and viewers. They interpret literal and implied information in texts and compare personal opinions, selecting and presenting relevant evidence to support their point of view. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.

Students create written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes in which meaning is supported by planned text structures and organisation. They interact with others in groups, contributing to discussions and sharing, analysing and evaluating information and ideas using appropriate levels of language formality. In creating texts they make considered choices from an expanding vocabulary and growing knowledge of grammatical features. They organise longer written texts by using paragraphs and select specific details to convey information, sustain meaning and coherence and express a point of view. They clarify and explain how choices of language features were designed to influence the meaning communicated in their texts. They plan and deliver oral and written presentations on researched topics, selecting content and making appropriate language choices for their intended audience.

### Summary of task

Students were asked to offer a point of view on the statement that 'Money is the most important thing in life'. They were required to:

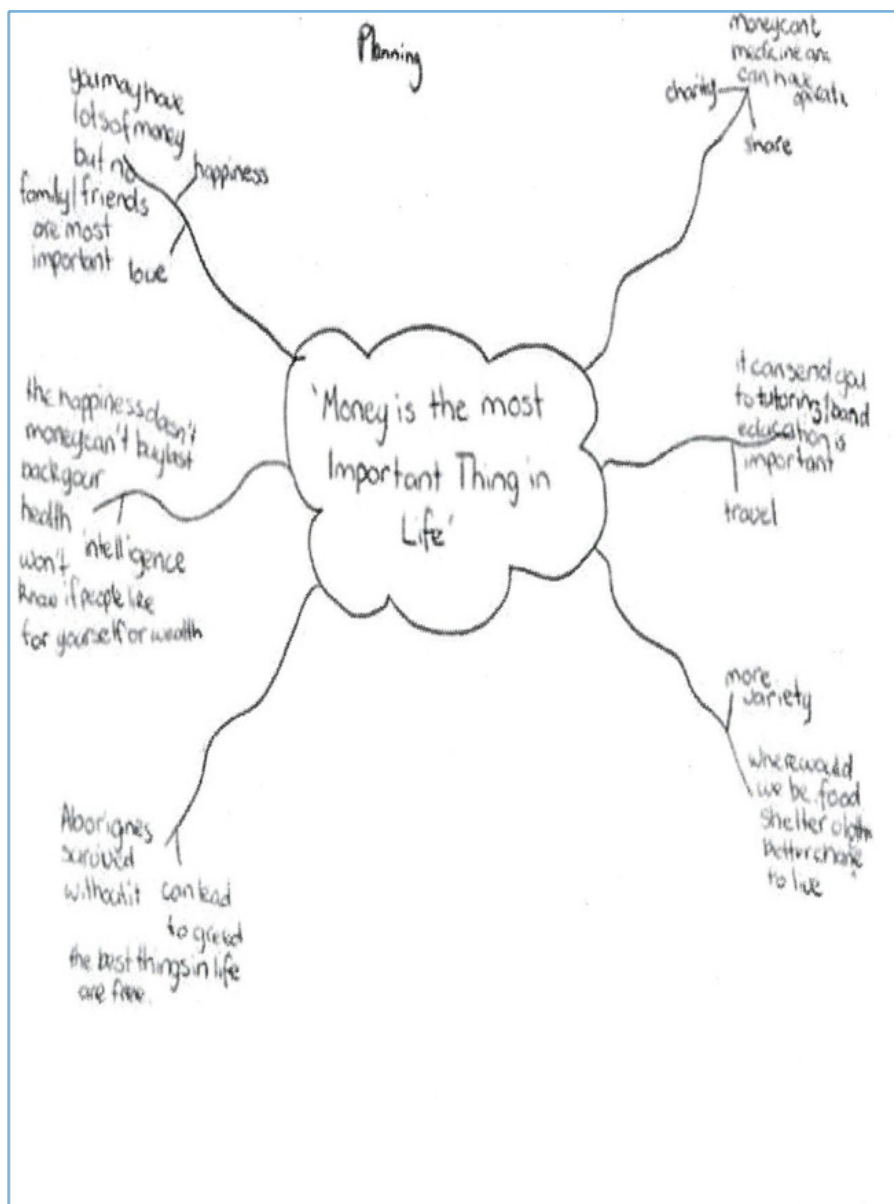
- research the topic
- listen to, express and justify points of view about the researched topic
- develop a plan for a discussion of different viewpoints
- write a discussion developed from the plan

The teacher modelled an example of a discussion text, and the students jointly and independently constructed discussions supported by arguments.

**Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.**

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### Planning document



### Annotations

States contention under discussion.

Groups arguments against.

Groups supporting arguments.

Identifies related ideas.

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### MONEY

Stage 3 of our school have been discussing whether 'Money Is The Most Important Thing In Life'. Some people say it is and others disagree.

Some students in Stage 3 think that even if you have a lot of money you may never be happy. Also when you buy something, the happiness doesn't always last. The Stage 3 students think that family and friends are the most important things in our lives. Money can't buy back your health or the Intelligence to succeed. Have a look at the Aboriginals they survived without it. Money can also lead to greed.

On the other hand, the remainder of Stage 3 think that 'Money Is The Most Important Thing In Life'. Money can buy you medicine for an illness and you can have operations if you need them. Money can afford you extra opportunities like tutoring, sporting activities and even musical pursuits. With money you can go on holidays or even retire from work early. Where would we be without money? We wouldn't have a roof over our heads or food to eat and we also need clothes to wear. Money can give us a better chance in life.

Stage 3 has come to an agreement and say that 'Money Is Not The most Important Thing In Life'. As they say, the best things in life are free.

#### Annotations

Uses verb groups, eg 'have been discussing', and modal verbs, for example 'may never be happy' to express complex ideas.

Uses compound and complex sentences to link ideas and signal causal relationships, for example 'even if...you may never...'

Uses paragraphs to present each point of view logically and coherently.

Uses familiar and learned vocabulary to strengthen text formality, for example disagree, remainder, musical pursuits.

Uses stylistic devices such as rhetorical question, for example 'Where would we be without money'?

Summarises and compares points of view on a topic and reaches a conclusion.

#### Annotation summary

This work sample is clearly structured in four paragraphs and presents a number of supporting ideas for each side of the discussion. Persuasive language has been used but the ideas are mostly assertions, with little supporting evidence. A variety of sentence structures has been used, and short sentences have been effectively used for emphasis. Drafting and revision have resulted in accurate organisation, spelling and punctuation. The work sample demonstrates use of basic word processing software.

#### Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.